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ABSTRACT

Elementary and secondary school counselors in Nebraska were assessed in terms of their views on the need to be able to perform certain professional and job-related responsibilities and the adequacy of their college preparation to prepare them to meet those responsibilities. A survey instrument, based on a needs assessment model, was developed to identify needs and to indicate whether or not those needs were met: it also allowed for the establishment of priorities by considering the degree of need (Need Index) and the extent to which the need was or was not met (Satisfaction Index or Dissatisfaction Index). Additionally, respondents (N=423) were asked to indicate the extent of their agreement to 38 statements about counselor training using a Likert-type scale. Results indicated that counselors: (1) perceive a need to perform many roles: (2) feel they have not been adequately prepared for some of the roles: (3) need more training in family intervention techniques; and (4) need more training in methods to develop and manage a broad range of guidance functions required in school settings. (Author/HLM)

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NEBRASKA SCHOOL COUNSELORS' PERCEPTIONS OF COUNSELING RESPONSIBILITIES AND SATISFACTION WITH COLLEGE PREPARATION

A MONOGRAPH

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PURPOSE

Improvement of guidance and counseling receives high priority in the efforts of educational leaders in the state of Nebraska. Improvement of counseling is based on the assumption that competent counselors have acquired certain definable skills necessary to carry out their counseling tasks and responsibilities. Counselors acquire those skills in a number of ways. One avenue for skill acquisition is through college preparation. Other avenues for acquisition of counseling skills include work experiences that entail interactions with supervisors, peers, parents, and students; in-service training programs; and professional growth activities.

The purpose of this study is to ascertain how counselors in the elementary and secondary schools in the State of Nebraska:

a. view the need to be able to perform certain professional and job related responsibilities, and
b. view the adequacy of their college preparation to prepare them to meet those responsibilities.

The study further asks counselors to indicate to what extent they believe counselor educators and their training programs engage in certain practices that are related to the development of counselor skills and competencies.

METHOD

A survey instrument was developed to collect data from counselors. The survey instrument was based on the needs assessment model presented in, River City High School Guidance Service, A Conceptual Model, developed by the American College Testing Program (1976).

This model of needs assessment provides for the identification of needs as well as an indication of whether or not the needs have been met.

The model further allows for the establishing of priorities by considering both the degree of need (Need Index) and the extent to which the need has (Satisfaction Index) or has not (Dissatisfaction Index) been met.

Thus, the first part of the survey contained 74 items describing counselor job and/or professional responsibilities. Respondents were asked to indicate the extent of their current need to be able to perform each responsibility by indicating No Need, a Weak Need, a Moderate Need, or a Strong Need.

Respondents further indicated to what extent each job responsibility need was met by formal college courses, even if they currently had no need. This was done by indicating the need was Met, Partially Met, or Not Met.

The 74 items describing job and professional responsibilities of counselors were developed by the researchers based on a review of current literature regarding the roles and functions of counselors (ASCA Governing Board 1977, Adkins 1977, Arbuckle 1976, Atkinson 1977, Berdie 1977, Carr 1977. Forster 1977, Gysbers 1972, Hall 1975, Harding 1973, Harmon 1977, Mahon 1977, Matthes 1975, Moracco 1977, Musselman 1976, and Pine 1975) and related professionals (Goh 1977 and National IOTA Council 1970).

The completed items were critiqued by a selected sample of experienced elementary and secondary counselors.

The second part of the survey contained thirty-eight statements describing practices of counselor educators and counselor programs. Respondents were asked to indicate the extent to which they agreed with these statements. A five-point scale, indicating Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree, was used.

The thirty-eight items describing the practices of counselor educators and their programs were based on professional journal articles that were critical of current counselor education practices (Adkins 1977, Arbuckle 1976, Atkinson 1977, Baumgardner 1977, Berdie 1977, Carr 1977, Erpenbach 1977, Gysbers 1972, Moracco 1977, Musselman 1976, Pine 1975, Pulvino 1973, Warnath 1977, Warnath 1976, and Williamson 1975).

The completed items were reviewed by a small sample of experienced elementary and secondary guidance counselors.

SUBJECTS

The survey was mailed on April 1, 1978 to all 560 elementary and secondary counselors in the state of Nebraska who were on the mailing list of the Nebraska State Department of Education. A total of 423 surveys were returned. This is a 75.53% return.

Demographic Information

The following demographic information summarizes the 423 surveys returned.

TABLE I - Sex of Respondents

	Number	Percent
1. Female	151	35.7
2. Male	270	63.8
3. No Response	2	.5
	423	100.0

Sex of Respondents: Table I indicates that 151 or 35.7% of the respondents were female and 270 or 63.8% were male. Table I indicates that .5% did not respond to that item.

TABLE 2 - Ages of Respondents

		Number	Percent
1.	21-25	7	1.7
2.	26-30	90	21.3
3.	31-35	110	25.0
4.	36-40	58	13.7
5.	41-45	60	14.2
6.	46+	95	22.4
7.	No Response	3	.7
		423	100.0

Ages of Respondents: Table 2 indicates that approximately 23% of the respondents were between the ages of 21 and 30, 26.0% between the ages of 31 and 35, and 50.3% were 36 years of age or older.

The largest group (26.0%) was the 31-35 year age group. This was followed by 22.5% in the 46 and above age group.

TABLE 3 - Type of Degree Held

		Number	Percent
1.	BA or BS	19	4.5
2.	MA or MS	268	63.3
3.	MA OR MS + 30 hours	110	26.0
4.	ED Spec	16	3.8
5.	EDD or PhD	7	1.7
6.	No Response	3	.7
		423	100.0

Type of Degree Held: Table 3 indicates the types of degrees held by respondents. Holders of Bachelor of Arts or Bachelor of Science degrees constituted 4.5% of the respondents, contrasted with 63.3% who hold Masters degrees. Only 26.0% hold a Masters degree plus 30 hours, and 3.8% hold an Educational Specialists degree.

TABLE 4 - Date Last College Degree Received

		Number	Percent
1.	1957 or before	20	4.7
2.	1958-1962	25	5.9
3.	1963-1967	54	12.8
4.	1968-1972	151	35.7
5.	1973-1977	168	39.7
6.	No Response	5	1.2
		423	100.0

Date Last College Degree Received: Table 4 indicates that 39.7% of the respondents received their last degree from 1973 to 1977, while 35.7% received their last degree from 1968 to 1972. Thus, 23.4% received their last college degree in 1967 or before.

TABLE 5 - Number of Years Counseling Experience

	Number	Percent
1. 1-2	77	18.2
2. 3-5	107	25.3
3. 6-10	118	27.9
4. More than 10	117	27.7
5. No Response	4	.9
	423	100.0

Number of Years Counseling Experience: Table 5 indicates 18.2% of the respondents had 1-2 years of experience, 25.3% had 3-5 years counseling experience, 27.9% had 6-10 years experience, and 27.7% had more than 10 years of counseling experience.

TABLE 6 - Place Degree Received

	Number	Percent
1. In same state	305	72.1
2. In other state	111	26.2
3. No Response	7	1.7
	423	100.0

Place Degree Received: Table 6 indicates whether respondents received their college degree in Nebraska or in another state. Nebraska colleges were the source of degrees for 72.1% of the respondents, while 26.2% of the counselors indicated that they received their degree from an out-of-state college.

TABLE 7 - Employment Setting

	Number	Percent
1. Elementary	22	5.2
2. Junior High-Middle School	113	26.7
3. High School	198	46.8
4. All Grades	88	20.8
5. No Response	2	.5
	423	100.0

Employment Setting: Table 7 indicates that 5.2% of the respondents work in elementary schools, 26.7% in junior high or middle schools, 46.8% in high schools, and 20.8% indicated they work in all grades.

OVERVIEW AND RESULTS: NEEDS ASSESSMENT SURVEY - COLLEGE PREPARATION

Respondents were presented with a list of seventy-four statements reflecting possible professional and job-related responsibilities. Respondents were asked to indicate the degree of need they have to perform each professional or job related responsibility by indicating: (1) No Need, (2) A Weak Need, (3) A Moderate Need, or (4) A Strong Need.

Respondents were also asked to indicate how they perceived the adequacy of their college preparation for each job responsibility listed, even if they currently had no need to perform some of the responsibilities. For each statement they were asked to indicate their perception of the adequacy of their college preparation by selecting one of the following choices: (1) Met, (2) Partially Met, and (3) Not Met.

Techniques used to tabulate and analyze the data were patterned after those described in, River City High School Guidance Service - A Conceptual Model, by the American College Testing Program (1976).

The data was organized to answer the following questions:

1. What do counselors who participated in the survey identify as their strongest job responsibility needs?

2. How well do these counselors think their needs have been met by their college preparation?

The initial step in answering these questions was to develop a "Need Index" for each of the 74 items. The Need Index is determined by the following equation:

$$\text{Need Index} = \frac{\text{Moderate Need Responses + Strong Need Responses}}{\text{Total Responding To The Item (No Need + Weak Need + Moderate Need + Strong Need)}}$$

The Need Index indicates the percent of respondents for each item that indicated the need was a moderate or strong need.

Also for each item a "Dissatisfaction" or "Not Met" Index was calculated to indicate the percent of respondents who indicated a moderate or strong need for each item who also indicated the need was only partially met or not met by college preparation.

In determining the Dissatisfaction Index, only the "moderate" or "strong" responses from the need responses for each item were counted.

The Dissatisfaction Index was calculated for each item by the following equation:

$$\underset{\text{Index}}{\underset{\text{(Not Met)}}{\text{Dissatisfaction}}} = \frac{\text{Need Not Met or Partially Met Responses (of those who indicated a Moderate or Strong Need)}}{\text{Total number that indicated Moderate and Strong Need}}$$

Thus, the Dissatisfaction index indicates the percent of those who indicated a moderate or strong need for an item who believe the need for that item was only partially met or not met by their college preparation.

Each item was then placed in a "Priority Quadrant Matrix". The researchers elected to use .7000 or 70% as the cutoff point for the cell division for each item. The Need Index number and the Dissatisfaction Index number for each item are located in a quadrant (See Table 8).

An item which has a Need Index of 70% or higher and a Dissatisfaction Index of 70% or higher would be in the High Priority cell (High-High, HH).

An item which has a Need Index lower than 70% and a Dissatisfaction Index lower than 70% would be in the Low Priority cell (Low-Low, LL).

An item which has a Need Index of 70% or higher and a Dissatisfaction Index lower than 70% would be in the Moderate Priority cell (High-Low, HL).

An item which has a Need Index lower than 70% and a Dissatisfaction Index of 70% or higher would be in the Moderate Priority cell (Low-High, LH).

Table 9 contains the results of the Needs Assessment Survey-College Preparation. The items are presented by priority quadrant. Within each quadrant, the items are listed from high to low based on the Need Index. The Need Index and the Dissatisfaction Index for each item are listed.

Thirty-six items were placed in the High Need-High Dissatisfaction with Training quadrant. For those items, 70% or more of the respondents indicated they have a moderate or strong need to be able to provide the services or possess the skills described by the items. Of those who indicated such a moderate or strong need, 70% or more also indicated they were only partially or not adequately prepared by their college courses.

Seventeen of the items were in the High Need-Low Training Dissatisfaction quadrant. This indicates that 70% or more of the respondents indicated a moderate or strong need, but fewer than 70% of those respondents indicated dissatisfaction with their college preparation for those seventeen items.

Twenty-one items were in the Low Need-High Training Dissatisfaction quadrant. Thus, for these 21 items, fewer than the required 70% of the respondents indicated a moderate or strong need. Of those who did indicate such a need, 70% or more indicated dissatisfaction with their college preparation.

No items on the survey were placed in the Low Need-Low Training Dissatisfaction quadrant. This indicates that there were no items for which fewer than 70% of the respondents indicated a moderate or strong need and that of those who did indicate a moderate or strong need, fewer than 70% indicated dissatisfaction with their college preparation.

TABLE 8

PRIORITY QUADRANT MATRIX

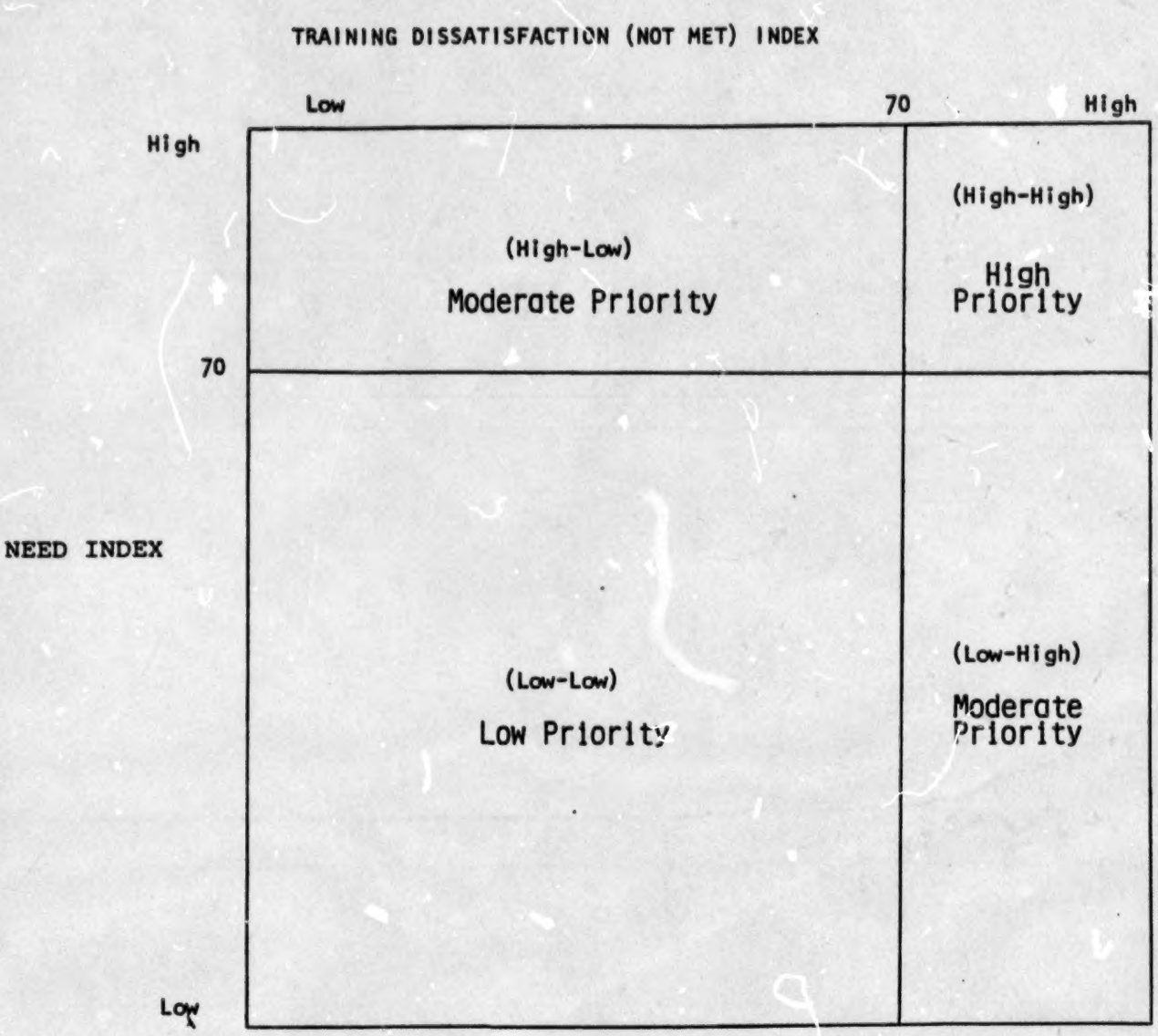

TABLE 9

Results of Needs Assessment Survey - College Preparation

High-High Quadrant (High Priority Cell)

Need Priority	Item Number	Need Index	Dissatisfaction Index	Item
1.	51	.8620	.8399	Meet the counseling requirements of students who are discipline problems.
2.	22	.8610	.8130	Help parents better understand their child/children.
3.	14	.8606	.7330	Help teachers understand individual students.
4.	56	.8537	.8800	Meet the counseling requirements of students with family problems such as divorce, alcoholism, etc.
5.	46	.8495	.8543	Meet the counseling requirements of slow learners.
6.	7	.8443	.7579	Assess student behavior and social problems.
7.	1	.8313	.7264	Plan, implement, manage, and evaluate a counseling/guidance program
8.	4	.8284	.8857	Assess and diagnose students' learning difficulties.
9.	36	.8240	.7507	Understand laws, as they relate to parent and student rights, student records, and counselor confidentiality.
10.	44	.8146	.8144	Meet the counseling requirements of potential dropouts.
11.	6	.8127	.8144	Conduct effective parent conferences.
12.	34	.8113	.8701	Be knowledgeable of the problems of drugs and drug abuse in counseling.
13.	68	.8107	.7665	Have skills in working as a team member with other specialists such as psychologists or special education teachers.
14.	60	.8068	.7970	Be knowledgeable about human relations training processes.
15.	21	.8034	.8196	Help teachers communicate better with students.
16.	49	.7995	.8805	Meet the counseling requirements of drug abusers (including alcohol abuse).
17.	61	.7946	.7354	Be knowledgeable about values clarification techniques.
18.	12	.7927	.7754	Make appropriate student or family referrals to community programs & agencies.
19.	2	.7917	.8885	Help assess curricular deficiencies of the school.
20.	55	.7908	.8923	Meet the counseling requirements of special education students.
21.	54	.7869	.8923	Meet the counseling requirements of students experiencing abuse and neglect.
22.	5	.7829	.7414	Conduct effective group counseling sessions with students.
23.	48	.7794	.7516	Meet the counseling requirements of vocationally indecisive students.
24.	11	.7778	.7968	Obtain accurate information about current community programs and agencies.
25.	66	.7778	.8758	Be knowledgeable about peer counseling processes.
26.	50	.7737	.6805	Meet the counseling requirements of students from single parent families.
27.	63	.7555	.9288	Be knowledgeable about parent education techniques.
28.	25	.7549	.9383	Plan intervention strategies with families whose children are showing disturbed behaviors.
29.	24	.7389	.9100	Help parents communicate better within their family.
30.	8	.7346	.8595	Serve as a social change agent within the school setting.
31.	41	.7341	.7309	Plan, conduct, and evaluate classroom guidance activities.
32.	43	.7111	.7535	Meet the counseling requirements of women students.
33.	53	.7080	.8110	Meet the counseling requirements of students moving in or out of the school district.

Table 9 (Continued)

...ority	Item Number	Need Index	Dissatisfaction Index	Item
...5.	26	.7076	.7049	Orient new families to the school program.
15.	31	.7068	.8652	Understand the power structure of schools and how to intervene in that structure.
16.	52	.7007	.8958	Meet the counseling requirements of students experiencing death of relatives or friends.

High-Low Quadrant (Moderate Priority Cell)

...ority	Item Number	Need Index	Dissatisfaction Index	Item
1.	9	.8358	.6774	Assess the educational, vocational, and personal-social needs of students.
2.	35	.8305	.3491	Use the interpersonal skills of empathy, genuineness, confrontation, concreteness, immediacy, and self disclosure, when appropriate.
3.	58	.8297	.3050	Be knowledgeable about individual counseling processes.
4.	39	.8251	.4149	Be knowledgeable about child growth and development.
5.	38	.8173	.3686	Have a well developed set of professional ethics or values.
6.	3	.8171	.3343	Conduct effective individual counseling sessions with students.
7.	57	.8131	.6239	Be knowledgeable about group counseling processes.
8.	40	.8019	.4910	Be knowledgeable about current theories of counseling.
9.	10	.7936	.4799	Assist students with educational and occupational planning.
10.	59	.7756	.6730	Be knowledgeable about behavioral modification techniques.
11.	69	.7713	.5931	Help students select a high school course of study.
12.	71	.7683	.3968	Test students to ascertain interests, aptitudes, and abilities.

Need Priority	Item Number	Need Index	Dissatisfaction Index	Item
13.	74	.7279	.6532	Help administrators, teachers, students, and parents understand the role of the school counselor.
14.	70	.7268	.5330	Help students with post high school planning.
15.	72	.7251	.5470	Maintain student records.
16.	33	.7203	.6529	Understand and use behavior modification theory and techniques.
17.	73	.7195	.4407	Administer a school testing program.

Low-High Quadrant (Moderate Priority Cell)

Need Priority	Item Number	Need Index	Dissatisfaction Index	Item
1.	17	.6921	.8996	Help teachers with discipline problems.
2.	30	.6891	.8647	Be able to predict the effects of their own behavior on school staff and students.
3.	16	.6872	.8996	Help teachers improve classroom management techniques.
4.	28	.6858	.7527	Serve as an ombudsman or child advocate for students.
5.	67	.6642	.9041	Be knowledgeable about assertiveness training techniques.
6.	62	.6618	.7868	Be knowledgeable about transactional analysis techniques.
7.	23	.6552	.9098	Help parents plan better ways to teach skills to their children.
8.	37	.6527	.8943	Plan effective in-service for teachers.
9.	15	.6436	.9154	Help teachers plan classroom strategies for special education students.
10.	45	.6432	.8679	Meet the counseling requirements of the physically handicapped.

Table 9 (Continued)

ed Priority	Item Number	Need Index	Dissatisfaction Index	Item
11.	47	.6357	.8385	Meet the counseling requirements of unwed mothers and married students.
12.	29	.6359	.7171	Apply findings of current professional research to counseling.
13.	32	.6203	.7360	Use various group and individual observational and recording systems.
14.	20	.6182	.8645	Help teachers develop effective parent conferencing skills.
15.	65	.5809	.8734	Be knowledgeable about relaxation techniques.
16.	42	.5616	.8333	Meet the counseling requirements of minority students.
17.	19	.4951	.7228	Help teachers with personal problems.
18.	18	.4939	.8905	Help teachers with curriculum matters.
19.	27	.4888	.8020	Conduct local research that may have beneficial results for students.
20.	13	.4777	.8601	Help students obtain employment during and after school.
21.	64	.4668	.9421	Be knowledgeable about psychodrama techniques.

Low-Low Quadrant (Low Priority Cell)

No items were placed in this quadrant.

To facilitate analysis of the data, the 74 statements were divided into seven categories. The categories are: 1. Services to the general student body, 2. Services to students with special needs, 3. Services to parents, 4. Services to teachers, 5. Services to aid the total school program, 6. General counseling and guidance skills, and 7. Specific counseling techniques. Each item was placed in only one category by the researchers, although it was recognized that categories could overlap.

Services To Students in General

Items included in this category were 4, 7, 9, 10, 13, 28, 69, 70, and 71.

Two items in this category (4, 7) were rated in the High Need-High Training Dissatisfaction quadrant. Those items involved the assessment and diagnosis of students' learning difficulties, and the assessment of student behavior and social problems.

Five items (9, 10, 69, 70, 71) in this category were in the High Need-Low Training Dissatisfaction quadrant. Those items would indicate that a high number of respondents felt that they should be able to: assess the vocational, educational, and personal social needs of students; assist students with educational and occupational planning; help students select a high school course of study and help them with post high school planning; and test students to ascertain interests, aptitudes, and abilities.

Based on the judgement of the respondents, two items (13, 28) were placed in the Low Need-High Training Dissatisfaction priority quadrant. Those items concerned the role of the counselor in helping students obtain employment during and after school, and serving as an ombudsman or child advocate for students.

Services To Students With Special Needs

Fifteen items were placed in this category (42-56). Twelve of the items (43, 44, 46, 48-56) were in the High Need-High Training Dissatisfaction quadrant. The respondents indicated a high need and deficiencies in their training to meet the counseling requirements of women students, potential dropouts, slow learners, vocationally indecisive students, drug abusers, students from single parent families, students who are discipline problems, students moving in or out of the school district, students experiencing abuse and neglect, special education students, and students with family problems.

Three items (42, 45, 47) were in the Low Need-High Training Dissatisfaction quadrant. Those items concerned the counseling requirements of minority students, of the physically handicapped, and of unwed mothers and married students.

Services To Parents

Six items (6, 22-26) were included in this category. Five items (6, 22, 24-26) were in the High Need-High Training Dissatisfaction quadrant. Those items addressed the importance of the counselor having the skills to: conduct effective parent conferences, help parents better understand their child/children, help parents communicate better within their family, plan intervention strategies with families whose children are showing disturbed behaviors, and orient new families to the school program.

One item (23) was in the Low Need-High Training Dissatisfaction quadrant. This item concerned the counselor's responsibility to help parents plan better ways to teach skills to their children.

Services To Teachers

Nine items (14-21, 37) were included in this category. The two items (14, 21) in the High Need-High Training Dissatisfaction quadrant related to counselors helping teachers understand individual students and helping teachers communicate with students.

The seven items (15-20, 37) in the Low Need-High Training Dissatisfaction quadrant addressed the need for counselors to help teachers in the areas of: planning classroom strategies for special education students; improving classroom management techniques; working with discipline problems, curriculum matters, and personel problems; and helping with the development of effective parent conferencing skills. The final item in this quadrant dealt with in-service for teachers.

Services To The School In General

Six items (2, 8, 27, 72-74) were in this category. Two items (2, 8) were in the High Need-High Training Dissatisfaction quadrant. Those items concerned the counselors' role in assessment of curricular deficiences of the school, and the counselor as a person who could serve as a social change agent within the school.

Three items (72-74) in this category were in the High Need-Low Training Dissatisfaction quadrant. They dealt with the need for counselors to maintain student records, administer a school testing program, and to help administrators, teachers, students, and parents understand the role of the school counselor.

One item (27) was in the Low Need-High Training Dissatisfaction quadrant. That item referred to the counselors' feelings about the importance of conducting local research that might have beneficial results for students.

General Counseling Skills

Nineteen items (1, 2, 5, 11, 12, 29-32, 34-36, 38-41, 57-58, 68) were placed in this category. Counselor ratings placed nine items (1, 5, 11, 12, 31, 34, 36, 41, 68) in the High Need-High Training Dissatisfaction quadrant. Those items concerned the following job responsibilities of counselors: to plan, implement, manage, and evaluate a counseling/guidance program; to conduct effective group counseling sessions with students; to obtain accurate information about current community programs and agencies; to make appropriate student or family referrals to community programs and agencies; to understand the power structure of schools and how to intervene in that structure; to be knowledgeable of the problems of drugs and drug abuse in counseling; to understand the laws, as they relate to parent and student rights, student records, and counselor confidentiality; to plan, conduct, and evaluate classroom guidance activities; and to have skills in working as a team member with other specialists such as psychologists or special education teachers.

Seven of the items (3, 35, 38, 39, 40, 57, 58) were in the High Need-Low Training Dissatisfaction quadrant. Those seven items addressed the need for counselors to be able to: conduct effective individual counseling sessions with students; use the interpersonal skills of empathy, genuineness, confrontation, concreteness, immediacy, and self-disclosure, when appropriate; have a well-developed set of professional values or ethics; and be knowledgeable about child growth and development, current theories of counseling, group counseling processes, and individual counseling processes.

Three items (29, 30, 32) were in the Low Need-High Training Dissatisfaction quadrant. Those items concerned the need for the counselor to be able to: apply findings of current professional research to counseling; predict the effect of their own

behavior on school staff and students; and use various group and individual observational and recording systems.

Specific Counseling Techniques

Ten items (33, 59-67) were included in this category. Four of the items (60, 61, 63, 66) were in the High Need-High Training Dissatisfaction quadrant. Those items related to the role of the counselor as one who should be knowledgeable about human relations training processes, values clarification techniques, parent education techniques, and peer counseling processes.

Two items (33, 59) were in the High Need-Low Training Dissatisfaction quadrant. Those items dealt with the need for counselors to be knowledgeable, understand, and be able to use behavior modification theory and techniques.

Four items (62, 64, 65, 67) were in the Low Need-High Training Dissatisfaction quadrant. Those items concerned the need for counselors to be knowledgeable about transactional analysis techniques, psychodrama techniques, relaxation techniques, and assertiveness training techniques.

In summary, it appears that counselors who perceive themselves as having a high need to do so, feel better prepared to offer services to students in general than to students with special needs.

Items categorized as services to parents all received high training dissatisfaction ratings and many received high need ratings as well. The category that included items related to services to teachers earned a rather low need rating. However, respondents who indicated they had moderate or strong needs in this area also indicated dissatisfaction with training, as evidenced by the fact that all items in this category received high training dissatisfaction ratings.

Counselors generally indicated a high need to be able to provide services to the school, and felt prepared to do so on half of the items included in that category.

Counselors indicated a high need regarding most of the specific and general counseling skills. Approximately one half of the items in these categories received high training dissatisfaction ratings.

Of the 74 items presented describing professional and job related responsibilities, 53 (71.63%) of the items received a High Need rating by the 423 respondents. Thus, 21 (28.38%) of the items were rated as Low Need. However, it should be noted that of those 21 items, 16 received a Need Index rating between .50 and .69, and 14 items received a Need Index rating between .60 and .69. Thus, if the standard of .70 established by the researchers for High Need was set at .50, 69 items (93.24%) would have received a High Need rating. If the criterion level was moved to a Need Index of .60, 67 items (90.54%) would have received a High Need rating.

Fifty-seven items (77.02%) received a Training Dissatisfaction Index of .70 or higher. Thus, on each of these items, of the respondents who indicated a moderate or strong need to be able to perform that responsibility, 70% or more also indicatd that they were only partially prepared or not prepared by their college program to meet that job responsibility.

TABLE 10

PRIORITY QUADRANT OF SURVEY ITEMS
BY DESCRIPTIVE CATEGORY

Services to Students in General

	ITEM	QUADRANT		ITEM	QUADRANT
1.	4	HH	6.	28	LH
2.	7	HH	7.	69	HL
3.	9	HL	8.	70	HL
4.	10	HL	9.	71	HL
5.	13	LH			

Services to Students With Special Needs

	ITEM	QUADRANT		ITEM	QUADRANT
1.	42	LH	9.	50	HH
2.	43	HH	10.	51	HH
3.	44	HH	11.	52	HH
4.	45	LH	12.	53	HH
5.	46	HH	13.	54	HH
6.	47	LH	14.	55	HH
7.	48	HH	15.	56	HH
8.	49	HH			

Services to Parents

	ITEM	QUADRANT		ITEM	QUADRANT
1.	6	HH	4.	24	HH
2.	22	HH	5.	25	HH
3.	23	LH	6.	26	HH

Services to Teachers

	ITEM	QUADRANT		ITEM	QUADRANT
1.	14	HH	6.	19	LH
2.	15	LH	7.	20	LH
3.	16	LH	8.	21	HH
4.	17	LH	9.	37	LH
5.	18	LH			

Services to The School in General

	ITEM	QUADRANT		ITEM	QUADRANT
1.	2	HH	4.	72	HL
2.	8	HH	5.	73	HL
3.	27	LH	6.	74	HL

Specific Counseling Techniques

	ITEM	QUADRANT		ITEM	QUADRANT
1.	33	HL	6.	63	HH
2.	59	HL	7.	64	LH
3.	60	HH	8.	65	LH
4.	61	HH	9.	66	HH
5.	62	LH	10.	67	LH

General Counseling Skills

	ITEM	QUADRANT		ITEM	QUADRANT
1.	1	HH	11.	35	HL
2.	3	HL	12.	36	HH
3.	5	HH	13.	38	HL
4.	11	HH	14.	39	HL
5.	12	HH	15.	40	HL
6.	29	LH	16.	41	HH
7.	30	LH	17.	57	HL
8.	31	HH	18.	58	HL
9.	32	LH	19.	68	HH
10.	34	HH			

OVERVIEW AND RESULTS: TEACHER EDUCATION PROGRAM PRACTICES SURVEY

Respondents were also presented with 38 statements about counselor education programs and counselor work experiences. The statements were paraphrased from recent articles in journals of the American School Counselor Association, the Association for Counselor Education and Supervision, and the American Personnel and Guidance Association (see page 2 for references). The counselors were asked to view each statement as it related to their own education and work experience. They were asked to indicate the extent of their agreement with each statement by selecting the response on a five point Likert-type scale that most clearly represented their feelings. The response choices were: A) Strongly Agree, B) Agree, C) Undecided, D) Disagree, and E) Strongly Disagree.

The scale was summarized by tabulating the frequency for which each category was marked. The frequency data was then converted to percentages indicating the number of respondents who marked a particular category in relationship to the total number of respondents.

The five point Likert-type scale was further summarized by determining the average mean score as a measure of the central tendency. To convert the number who responded to a standardized mean, a consistent numerical code was provided for each category. A code of 1 was given to Strongly Agree, 2 to Agree, 3 to Undecided, 4 to Disagree, and 5 to Strongly Disagree. Then to determine the mean response, the next step was to multiply the code given each category by the number of respondents who marked that category. The mean for each category was computed. To compute the mean score or ratio for the item, the total of the means for each category was divided by the total number of respondents. It should be noted that the code weights assigned do not have true interval values (Orlich 1978).

Table 11 indicates for the 38 items, the percentage of the counselors who responded to each item by marking Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree. Also reported for each item is a "Mean Score" based on weighing responses on a scale of 1 through 5, with 1 representing Strongly Agree; 2-Agree; 3-Undecided; 4-Disagree; and 5-Strongly Disagree. The number of counselors responding to each item is also indicated.

Inspection of Table 11 reveals that the mean score for many items is close to 3.0, the code assigned to responses for Undecided. It should also be noted that, for many items, counselors' responses are fairly evenly divided between agreement responses and disagreement responses.

The following items, however, did receive similar agreement or disagreement ratings by 70% or more of the respondents, and are therefore highlighted for the readers' attention:

Item #	%	Agree/Disagree	Item
2	79.2	Agreement	Counselor educators teach that individuals possess within themselves the resources to control their own lives if only they would assume responsibility for their own decisions.

Item #	%	Agree/Disagree	Item
6	71.0	Agreement	Typically, students who go to see a counselor are interested in resolving specific external problems, without establishing an intensive counselor-client relationship.
9	82.1	Agreement	A school counselor cannot offer unlimited individual counseling services to a large number of students.
13	76.0	Agreement	Counselor educators teach that effective counseling cannot occur unless counselors can feel warm, empathic, and genuinely interested in all clients and their problems.
16	82.6	Agreement	Counselor trainers should associate with or identify with public schools more than they currently do.
18	86.3	Agreement	Counselor educators should become more familiar with counselor work settings in public schools.
20	70.2	Disagreement	The benefits of long term counseling are minimal.
22	82.1	Agreement	The counselor educator's job is different from, not better than, the school counselors'.
30	83.9	Agreement	Incompatabilities exist between counseling ideologies taught and demands placed on counselors by schools.
33	84.6	Agreement	More training is needed in methods to develop and manage the broad range of guidance functions required in school settings.
35	74.6	Agreement	The assumption described in question number thirty-four (34) above is an inadequate concept on which to base a counselor education program.
36	75.4	Disagreement	Counselor educators know little about behavior theory.

TABLE II

COUNSELOR SURVEY-COUNSELOR EDUCATION PROGRAMS

Summary of Responses
By Percentage And Mean Score

	# OF RESPONSES	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	MEAN SCORE
1. Counselor educators understand the demands and restrictions placed on counselors by the schools where they work.	417	4.8	43.6	10.3	35.7	5.5	2.935
2. Counselor educators teach that individuals possess within themselves the resources to control their own lives if only they would assume responsibility for their own decisions.	414	22.2	57.0	13.5	7.0	0.2	2.000
3. In the school setting, the orientation described in question two (2) above, is unworkable because students cannot control all the variables that affect them in every situation.	409	4.9	39.9	13.0	35.5	6.8	2.995
4. Counselor educators teach the ideals of open relationships while they themselves are distant, closed, and manipulative.	409	4.9	14.4	12.5	47.7	20.5	3.645
5. You were taught that counselors should view the client as a "whole person" whose problem is basically within the individual.	415	9.6	52.3	11.3	24.8	1.9	2.571
6. Typically, students who go to see a counselor are interested in resolving specific external problems, without establishing an intensive counselor-client relationship.	414	7.7	63.3	5.3	21.0	2.7	2.476
7. Counselor educators teach that an intensive counselor-client relationship is essential for effective counseling.	417	9.6	43.9	12.7	32.4	1.4	2.722
8. Counselor educators teach a counseling approach that assumes the potential for a large number of client contacts.	410	4.4	47.8	14.1	30.0	3.7	2.807
9. A school counselor cannot offer unlimited individual counseling services to a large number of students.	418	29.9	52.2	3.1	13.9	1.0	2.038
10. Counselor educators, as a group, have done little research that is useful to school counselors on the job.	413	5.3	29.5	27.8	32.7	4.6	3.017
11. Counselor educators adequately prepare counselors to plan guidance and counseling activities to meet the needs of as large a number of students as they are assigned.	417	1.9	25.2	10.6	52.8	9.6	3.429
12. Counselor educators have little or no experience in public schools.	416	8.2	25.5	26.2	32.7	7.5	3.058
13. Counselor educators teach that effective counseling cannot occur unless counselors can feel warm, empathic, and genuinely interested in all clients and their problems.	417	17.5	58.5	4.8	18.2	1.0	2.266
14. It is unrealistic to assume that a counselor is to feel warm, empathic, and genuinely interested in all clients and their problems.	416	9.1	52.4	7.2	26.4	4.8	2.654
15. The counseling theories taught, are, for the most part, not applicable to the majority of students seen by a school counselor.	414	2.7	27.5	8.7	53.9	7.2	3.355
16. Counselor trainers should associate with or identify with public schools more than they currently do.	414	28.3	54.3	9.7	7.0	0.7	1.976
17. Few ideas for improving guidance programs have come from counselor educators.	414	4.8	22.0	32.6	37.7	2.9	3.118
18. Counselor educators should become more familiar with counselor work settings in public schools.	415	27.0	59.3	7.5	6.0	0.2	1.933
19. The concept of "career education" should be supported by counselor educators more than it currently is.	416	11.8	42.1	26.0	18.8	1.4	2.560

Table 11 (Continued)

	# OF RESPONSES	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	MEAN SCORE
		# %	# %	# %	# %	# %	
20. The benefits of long term counseling are minimal.	415	1.4	7.7	20.7	56.9	13.3	3.728
21. There is a large discrepency between what is taught at the university about guidance and counseling and public school guidance and counseling.	416	17.3	31.7	18.8	30.8	1.4	2.673
22. The counselor educator's job is different from, not better than, the school counselors'.	414	13.5	68.6	12.1	5.1	0.7	2.109
23. Counselor educators want counselors to be change agents in the schools, but have provided little preparation for them to play that role.	414	6.3	43.5	15.7	32.6	1.9	2.804
24. Graduate students in counseling do not participate in the planning and evaluation of their own education but are merely the recipients of that education.	414	9.4	45.4	13.8	27.5	3.9	2.710
25. Counselor educators train counselors to be concerned about performing specific counseling techniques rather than to be concerned about outcomes or results of counseling.	416	5.3	38.5	13.5	38.0	4.8	2.986
26. The idea of the counselor being a change agent has not received overwhelming acceptance by parents, teachers, or administrators.	415	8.9	51.3	16.9	20.2	2.7	2.564
27. Counselors' college courses have not been prepared to systematically plan, implement, and evaluate a counseling program.	415	4.8	48.0	14.7	31.6	1.0	2.759
28. Many counselor educators view their job as better than that of a school counselor.	412	8.7	28.9	41.5	18.7	2.2	2.767
29. Counselor educators have not been helpful in clearly defining the role and function of public school counselors	415	8.2	33.7	17.3	37.1	3.6	2.942
30. Incompatabilities exist between counseling ideologies taught and demands placed on counselors by schools.	415	24.6	59.3	6.3	9.4	0.5	2.019
31. The school counselor should, in the future, be trained to identify with education and the learning process, rather than with counseling theory.	413	6.3	26.4	25.2	38.0	4.1	3.073
32. There is an overemphasis in training on the clinical counseling model and an underemphasis on training for the broader functions of school counseling.	414	17.6	47.3	14.3	19.8	1.0	2.391
33. More training is needed in methods to develop and manage the broad range of guidance functions required in school settings.	415	20.0	64.6	8.2	6.7	0.5	2.031
34. The counselor education program you attended was based on the assumption that if one has developed some counseling relationship skills one can function as a counselor in any setting.	417	9.6	46.5	10.1	29.0	4.8	2.729
35. The assumption described in question number thirty-four (34) above is an inadequate concept on which to base a counselor education program.	412	19.7	54.9	11.9	12.6	1.3	2.204
36. Counselor educators know little about behavior theory.	415	2.4	6.0	16.1	62.4	13.0	3.776
37. Counselors' professional preparation contains too much speculation, discussion, and rationalization, and too little that is practical.	416	12.5	41.8	14.7	28.1	2.9	2.671
38. Counselor training programs do not systematically teach consultation techniques.	413	6.5	47.7	15.7	27.4	2.7	2.719

The researchers grouped related items into descriptive categories. Table 12 depicts the name of each category, the items placed within each category, and the mean score for each category.

A brief discussion of the results of the survey, by category, follows. For purposes of this report, Strongly Agree and Agree responses are combined, and Strongly Disagree and Disagree responses are combined in writing about each area.

Understanding The Counselors' Work Setting

Items 1, 12, 16, 18, 21, and 30 relate to counselor educators' understanding of the public school counselors' work setting. Approximately half (48.4%) of the respondents agreed that counselor educators understand the demands and restrictions placed on counselors by the schools where they work (item 1). Slightly fewer (41.2%) indicated disagreement, and 10.4% were undecided. About one third of the 416 respondents (33.7%) felt that counselor educators have little or no experience in public schools (item 12), contrasted with 40.2% who disagreed. and 26.2% who were undecided.

However, the majority (82.6%) of the 414 respondents agreed with the idea that counselor trainers should associate with or identify with public schools more than they currently do (item 16). In the same vein, 86.3% of the 415 respondents agreed that counselor educators should become more familiar with counselor work settings (item 18).

About half of those responding (49%) indicated agreement with the statement that there is a large discrepancy between what is taught at the university about guidance and counseling and public school guidance and counseling (item 21), while 32.2% disagreed, and 18.8% were undecided. A significantly large number (83.9%) agreed that incompatabilities exist between counseling ideologies taught and demands placed on the counselors by schools (item 30).

Assumptions Underlying Counselor Training Programs

Items 2, 3, 34, and 35 queried counselors about underlying concepts reflected by counselor training. A high percentage (79.2%) agreed that "Counselor educators teach that individuals possess within themselves the resources to control their own lives if only they would assume responsibility for their own decisions" (item 2). However, only slightly fewer than half (44.8%) felt that in the school setting, students cannot control all variables that affect them in every situation (item 3).

For item 34, more than half (56.1%) of the respondents agreed that, "The counselor educator program they attended was based on the assumption that if one has developed some counseling relationship skills, one can function in any setting." However, on item 35 a large number (74.6%) felt that the assumption described in item 34 is an inadequate concept on which to base a counselor education program.

Characteristics Of A Helping Relationship

Items 5, 6, 7, 13, and 14 are related to characteristics of helping relationships. For item 5, slightly fewer than two thirds of the respondents (61.9%) agreed that they were taught that counselors should view the client as a "whole person" whose problem was basically within the individual. A larger number (71%) agreed, in item 6, with the statement that "Typically, students who go to see a counselor are interested in resolving specific external problems, without an intensive counselor-client relationship."

Slightly more than one half (53.5%) of the respondents on item 7 agreed that counselor educators teach that an intensive counselor-client relationship is essential for effective counseling while 33.8% disagreed and 12.7% were undecided.

A high percentage (76%) of the respondents agreed with item 13: "Counselor educators teach that effective counseling cannot occur unless counselors can feel warm, empathic, and genuinely interested in all clients and their problems." However, a significant number (61.5%) of the respondents agreed that it is unrealistic to assume that a counselor is to feel warm, empathic, and genuinely interested in all clients and their problems (item 14).

Helpfulness Of Counselor Educators

Items 10, 17, and 29 are related to the helpfulness of counselor educators. Item 10 indicated that, "Counselor educators, as a group, have done little research that is useful to school counselors on the job." About one third (34.8%) of the 413 respondents indicated agreement with that statement while 37.3% indicated disagreement, and 27.8% indicated they were undecided.

For item 17, 40.6% of the respondents disagreed with the statement that "Few ideas for improving guidance programs have come from counselor educators," while 26.8% agreed with that statement and 32.6% were undecided.

Item 29 states that, "Counselor educators have not been helpful in clearly defining the role and function of public school counselors." Although one fifth of the counselors were undecided about this item, the remaining four fifths of the respondents were divided about equally between those who agreed and those who disagreed.

Providing Service For All

Items 8, 9, and 11 are related to the idea of providing counseling services for all students. Item 8 indicated that, "Counselor educators teach a counseling approach that assumes the potential for a large number of client contacts." This was agreed to by a little more than half (52.2%) of the respondents. However, a high percentage, 82.1%, of the respondents felt that a school counselor is not able to offer unlimited individual counseling services to a large number of students (item 9).

On item 11, 62.4% of the respondents disagreed with the statement that "Counselor educators adequately prepare counselors to plan guidance and counseling activities to meet the needs of large numbers of students," while 27.1% agreed, and 10.1% were undecided.

Characteristics Of Counselor Educators

Items 4, 22, and 28 are related to characteristics of counselor educators. Approximately two thirds (68.2%) of the counselors responding disagreed with the statement (item 4) that "Counselor educators teach the ideals of open relationships while they themselves are distant, closed, and manipulative," while 19.3% agreed, and 12.5% were undecided.

For item 22, a large number of respondents (82.1%) agreed that "The counselor educator's job is different from, not better than, the school counselors'."

However, 37.6% agreed that "Many counselor educators view their job as better than that of a school counselor," (item 28), while 20.9% disagreed and 41.5% were undecided.

The Counselor As A Change Agent

Items 23, 26, and 38 pertain to the counselor as a change agent. For item 23, approximately half (49.8%) of the respondents agreed that "Counselor educators want counselors to be change agents in the school, but have provided little preparation for them to play that role." Disagreement with this statement was shown by 34.5% of the respondents, and 15.7% were undecided.

Item 26 stated "The idea of the counselor being a change agent has not received overwhelming acceptance by parents, teachers, or administrators." More than half (60.2%) of the respondents agreed with this statement while 22.9% disagreed, and 16.9% were undecided.

More than half of the respondents (54.2%) also agreed with the idea expressed in item 28, that "Counselor training programs do not systematically teach consultation techniques."

Counseling Theories

Items 15, 20, 31, and 36 are concerned with counseling theories. Item 15 indicates that "The counseling theories taught, for the most part, are not applicable to the majority of students seen by a school counselor." Of the 414 respondents, 61.1% disagreed with this statement, while 30.2% agreed.

A fairly large number (70.2%) of the respondents disagreed with the statement "The benefits of long term counseling are minimal" (item 20).

Respondents were asked to indicate their agreement or disagreement with the following statement, "The school counselor should, in the future, be trained to identify with education and the learning process, rather than with counseling theories," (item 31). Disagreement with this statement was indicated by 42.1% of the respondents while 32.7% indicated agreement and 25.2% were undecided.

A large number (75.4%) disagreed with the statement that "Counselor educators know little about behavior theory" (item 36).

Counselor Training Programs

Items 19, 24, 25, 27, 32, 33, and 37 are descriptive statements about counselor training programs.

Item 19 suggests that counselor educators should support the concept of "career education" more than they currently do. A little more than half (53.9%) of the respondents agreed, contrasted with 20.2% who disagreed, and 26% who were undecided.

Of the counselors who responded, a little more than half (54.8%) also indicated agreement with the view that graduate students in counseling do not participate in the planning and evaluation of their own education, but are merely the recipients of that education (item 24), while 31.4% disagreed with this idea and 13.8% were undecided.

When presented with the statement that "Counselor educators train counselors to be concerned about performing specific counseling techniques rather than to be concerned about outcomes or results of counseling," (item 25), 43.8% agreed and 42.8% disagreed.

More than half (52.8%) of the respondents agreed with the statement that "Counselors' college courses have not been prepared to systematically plan, implement, and evaluate a counseling program," (item 27), while 32.6% disagreed, and 14.7% were undecided.

Item 32 indicates that "There is an overemphasis in training on the clinical counseling model, and an underemphasis on training for the broader functions of school counseling." About two thirds of the counselors (64.9%) agreed with this idea.

The majority of the respondents (84.6%) agreed that "More training is needed in methods to develop and manage the broad range of guidance functions required in school settings" (item 33).

More than half of the respondents (54.3%) agreed that the "Counselors' professional preparation contains too much speculation, discussion, and rationalization, and too little that is practical," (item 37), while 31.0% disagreed, and 14.7% were undecided.

Conclusions

The counselors who responded to the survey perceive a need to perform a vast array of job responsibilities. This study does not attempt to ascertain why these perceptions are held by counselors, or if these perceptions are accurate. It could be that the work settings of counselors in the schools do indeed place may different demands on counselors as they work with a wide range of students from a pluralistic society. However, it could also be that counselors themselves feel a strong need to be able to respond to the needs of all students, while the work setting itself places less stringent demands on them. It could also be that the format of the survey influenced counselors' perceptions of their job responsibilities in some manner. Further research could help clarify these issues.

The results of this study further suggest that counselors feel that they have not been adequately prepared to perform some of the many responsibilities which make up their job as school counselors. Many of these responsibilities relate to meeting the unique counseling needs of students, parents, and teachers. Specifically, counselors expressing moderate or high need also expressed high training dissatisfaction in relation to meeting the counseling requirements of special education students, students from single parent families, drug abusers, students with family problems, students experiencing death of relatives or friends, students experiencing abuse and neglect, slow learners, students who are discipline problems, and of students moving in or out of the school.

In relation to working with parents, counselors indicated training needs were only partially or not met in regard to planning intervention strategies with families whose children are showing disturbed behavior, and helping parents understand and teach their children skills as well as communicate better within the family.

Counselors also indicated high training dissatisfaction in relation to specific services to teachers, including helping teachers communicate better with students and plan classroom strategies for special education students. Training dissatisfaction was also expressed concerning helping teachers with discipline problems, with classroom management techniques, with developing effective parent conferencing skills, and with curriculum matters.

This study also indicated that counselors not only see a need to be able to perform what are often considered basic counseling responsibilities, but also perceive

themselves as well prepared in those areas. Counselors feel both a strong need and satisfaction with their training in the general areas of individual counseling skills, group testing of students, helping students with course selection, future educational and occupational planning, and with the maintenance of school records. They express the feeling that they are knowledgeable about individual and group counseling processes, counseling theories, child growth and development, and behavior modification techniques. They also feel that they have been well prepared to use interpersonal counseling skills in their work with students.

The last section of the survey asked respondents to react to 38 statements about counselor education programs and practices. It was felt by the researchers that the nature of this section of the survey itself may have influenced the responses of some counselors. Written comments on many surveys that were returned indicated that counselors objected to the negative wording of the items, even though it was explained in the instructions to the survey that the items were paraphrased from recent professional journal articles. Further research could help ascertain if the way statements were presented in the survey did significantly affect the outcomes. Nevertheless, the results did strongly indicate that counselors would like to have a continued relationship with counselor educators in such a way that would familiarize counselor educators with the realities of school counseling.

Counselors also agreed that a school counselor cannot offer unlimited individual counseling services to a large number of students, and that more training is needed in methods to develop and manage the broad range of guidance functions required in school settings. Counselors also believe incompatabilities exist between counseling ideologies taught and demands placed on counselors by the schools.

In reviewing the results of the total survey, the researchers believe that the fact that 75% of the school counselor population in the state of Nebraska did respond to a quite lengthy survey is indicative of their concerns about their role and functions in the schools and about their professional preparation. It is hoped that the information from this study may give some insight to school administrators, professional groups, and planners of college training programs regarding the types of in-service programs, courses, and workshops which counselors feel would be professionally profitable for them. Counselor educators may also benefit from examining such data reflecting perceptions of counselors in the field, as they review the goals and program practices of their pre-service training for counselors.

Table 12 (Continued)

Item Number	Item Mean Score	Item
9	2.038	A school counselor cannot offer unlimited individual counseling services to a large number of students.
11	3.429	Counselor educators adequately prepare counselors to plan guidance and counseling activities to meet the needs of as large a number of students as they are assigned.

Characteristics of Counseling Educators

Item Number	Item Mean Score	Item
4	3.645	Counselor educators teach the ideals of open relationships while they themselves are distant, closed, and manipulative.
22	2.109	The counselor educator's job is different from, not better than, the school counselors'.
28	2.767	Many counselor educators view their job as better than that of a school counselor.

The Counselor As A Change Agent

Item Number	Item Mean Score	Item
23	2.804	Counselor educators want counselors to be change agents in the schools, but have provided little preparation for them to play that role.
26	2.564	The idea of the counselor being a change agent has not received overwhelming acceptance by parents, teachers, or administrators.
38	2.719	Counselor training programs do not systematically teach consultation techniques.

Counseling Theories

Item Number	Item Mean Score	Item
15	3.355	The counseling theories taught, are, for the most part, not applicable to the majority of students seen by a school counselor.
20	3.728	The benefits of long term counseling are minimal.

Item Number	Item Mean Score	Item
31	3.073	The school counselor should, in the future, be trained to identify with education and the learning process, rather than with counseling theory.
36	3.776	Counselor educators know little about behavior theory.

Counselor Training Programs

Item Number	Item Mean Score	Item
19	2.560	The concept of "career education" should be supported by counselor educators more than it currently is.
24	2.710	Graduate students in counseling do not participate in the planning and evaluation of their own education but are merely the recipients of that education.
25	2.986	Counselor educators train counselors to be concerned about performing specific counseling techniques rather than to be concerned about outcomes or results of counseling.
27	2.759	Counselors' college courses have not been prepared to systematically plan, implement, and evaluate a counseling program.
32	2.391	There is an overemphasis in training on the clinical counseling model and an underemphasis on training for the broader functions of school counseling.
33	2.031	More training is needed in methods to develop and manage the broad range of guidance functions required in school settings.
37	2.671	Counselors' professional preparation contains too much speculation, discussion, and rationalization, and too little that is practical.

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TABLE 12

Needs Assessment-Counselor Education Programs
Items by Descriptive Category

Understanding the Counselors' Work Setting

Item Number	Item Mean Score	Item
1	2.935	Counselor educators understand the demands and restrictions placed on counselors by the schools where they work.
12	3.058	Counselor educators have little or no experience in public schools.
16	1.076	Counselor trainers should associate with or identify with public schools more than they currently do.
18	1.933	Counselor educators should become more familiar with counselor work settings in public schools.
21	2.673	There is a large discrepency between what is taught at the university about guidance and counseling and public school guidance and counseling.
30	2.019	Incompatabilities exist between counseling ideologies taught and demands placed on counselors by schools.

Assumptions Underlying Counselor Training Programs

Item Number	Item Mean Score	Item
2	2.060	Counselor educators teach that individuals possess within themselves the resources to control their own lives if only they would assume responsibility for their own decisions.
3	2.995	In the school setting, the orientation described in question two (2) above, is unworkable because students cannot control all the variables that affect them in every situation.
34	2.729	The counselor education program you attended was based on the assumption that if one has developed some counseling relationship skills one can function as a counselor in any setting.
35	2.204	The assumption described in question number thirty-four (34) above is an inadequate concept on which to base a counselor education program.

Characteristics of A Helping Relationship

Item Number	Item Mean Score	Item
5	2.571	You were taught that counselors should view the client as a "whole person" whose problem is basically within the individual.
6	2.476	Typically, students who go to see a counselor are interested in resolving specific external problems, without establishing an intensive counselor-client relationship.
7	2.722	Counselor educators teach that an intensive counselor-client relationship is essential for effective counseling.
13	2.266	Counselor educators teach that effective counseling cannot occur unless counselors can feel warm, empathic, and genuinely interested in all clients and their problems.
14	2.654	It is unrealistic to assume that a counselor is to feel warm, empathic, and genuinely interested in all clients and their problems.

Helpfulness of Counselor Educators

Item Number	Item Mean Score	Item
10	3.017	Counselor educators, as a group, have done little research that is useful to school counselors on the job.
17	3.118	Few ideas for improving guidance programs have come from counselor educators.
29	2.942	Counselor educators have not been helpful in clearly defining the role and function of public school counselors.

Providing Service For All

Item Number	Item Mean Score	Item
8	2.807	Counselor educators teach a counseling approach that assumes the potential for a large number of client contacts.